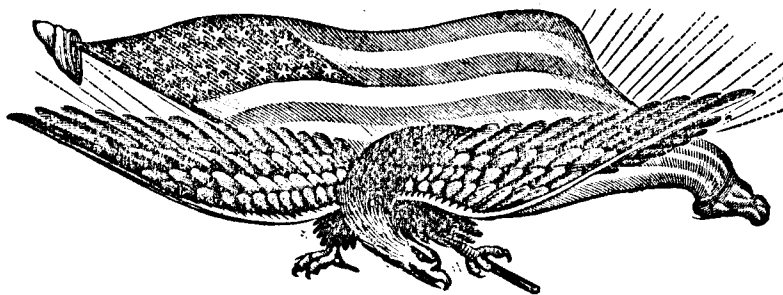


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A MONTHLY JOURNAL FOR ALL.

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THE National Deaf Mute Gazette

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Write Post Office Address, State, County and Town plainly, and in case of removal, let us know as soon as possible. In letting us know of removal, give both former and present residence.

REPORT OF THE JOINT SPECIAL COMMITTEE OF THE LEGISLATURE OF MASSACHUSETTS ON THE EDUCATION OF DEAF-MUTES.

The Joint Special Committee on the Education of Deaf-Mutes, to whom was referred so much of the Governor's Address as relates to that subject; also, the following Petitions of sundry deaf-mutes of Massachusetts, "that the suggestions of His Excellency may be carried out," viz.: of William K. Chase and fifteen others; George Homer and forty-nine others; Laura A. Hayward and nine others; Wilson Derby and eighteen others, and Ellen Green and twenty-two others. Also, the Petitions of Mr. and Mrs. Joseph E. Soper and thirteen others, parents of deaf mutes, and of Charles F. Green and 372 others, citizens of Worcester, and of Isaac Jennison and fifty-nine others, legal voters of Natick, in aid of the same, have given the matter due consideration, and beg leave to

REPORT:

His EXCELLENCY says:—

"For successive years the deaf-mutes of the Commonwealth through annual appropriations, have been placed for instruction and training in the asylum at Hartford. While, in the treatment of these unfortunates, science was at fault and methods were crude, in the absence of local provisions, this course, perhaps, was justifiable; but with the added light of study and experience, which have explored the hidden ways and developed the mysterious laws by which the recesses of nature are reached, I cannot longer concur in this policy of expatriation. For I confess that I share the sympathetic yearnings of the people of Massachusetts towards these children of the State, detained by indissoluble chains in the domain of silence. This rigid grasp we may never relax; but over unseen wires, through the seemingly impassable gulf that separates them from their fellows, we may impart no small amount of abstract knowledge and moral culture. They are wards of the State. Then, as ours is the responsibility, be ours also the grateful labor. And I know not to what supervision we may more safely intrust this delicate and intricate task, than to the matured experience which has overcome the greater difficulty of blindness superadded to privation of speech and hearing. To no other object of philanthropy will the warm heart of Massachusetts respond more promptly. Assured as I am, on substantial grounds, that legislative action in this direction will develop rich sources of private beneficence, I have the honor to recommend that the initial steps be taken to provide for this class of dependents within our own Commonwealth. Should this policy be adopted, I have every reason to believe that it would eventually result in a permanent decrease of the present annual expenditure for their support."

Your Committee gave long and numerous hearings to the parties interested, as will appear by the phonographic Report of the evidence hereto appended.

In support of the governor's recommendation there appeared Dr. Samuel G. Howe, chairman, and F. B. Sanborn, Esq., secretary of the board of state charities, Gardner G. Hubbard, Esq., and a large number of deaf-mutes, ladies and gentlemen, with Prof. D. E. Bartlett as interpreter.

To represent the interest of the "American Asylum" were Rev. Collins Stone, principal, W. W. Turner, Esq., former principal, and Calvin Day, Esq., vice president, and in opposition to the governor's suggestion, Hon. H. A. Stevens of Boston.

It will be noticed that His Excellency touches only the "policy of expatriation," and your Committee might have limited their inquiries to that point. But they allowed a wider range, and most of

their time was occupied by an investigation of systems rather than by the question of the location of institutions. The advocates of a change in the policy of the State, sustained the German system of teaching by "articulation" and "reading from the lips," while the representatives of the Hartford Asylum adhered to the French system of "manual signs" and "finger language."

The word "removal" was frequently used in the earlier hearings, which led to a misapprehension on the part of some, as to the purposes of the governor and the board of state charities. But the latter disclaimed entirely the idea of disturbing existing relations with the Asylum, so far as present pupils are concerned, but they desired that steps be taken to commence the instruction of future applicants within the State.

In addition to the local considerations in favor of this, were, first, the alleged necessity of instruction at an earlier age than pupils are now received at Hartford; and second, the superior advantages of the German over the French system.

The testimony annexed will show the radical difference of opinion in regard to the two systems, entertained by those, throughout the world, who are most versed in the instruction of mutes; and the controversy has been going on between them more or less for two centuries. The large attendance at the hearings, and the comments of the press in and out of the State, exhibited an unexpected public interest in the question.

Most of your Committee entered upon the investigation almost entirely unacquainted with the methods of deaf-mute education, and therefore comparatively free from predilections.

Commending to the legislature careful attention to the evidence annexed, it does not seem needful that your Committee make an extended argument upon methods or become partisans of either, but rather that they submit their conclusions, first making suggestions bearing upon the subjects directly committed to them.

MUTENESS A CALAMITY.

Mr. Turner, in his address to the Committee, eloquently said:

"Whatever may be the difference of views among those who advocate these different modes of instruction, we all admit that deafness and dumbness are very great calamities. For a child to come into the world deprived of the power of hearing, unable to listen to the tones of a mother's kindness and affection, to the encouraging voice of a father's approbation, unable to engage in the shouts of pleasure that issue from brothers and sisters and playmates, to be shut out from the universal music and voice of nature, to be deaf to the charms of harmony and melody, and to be deprived of all the ordinary modes of social intercourse, of the means of intelligence in regard to passing events, and of everything of interest to a cultivated mind, is indeed a great calamity."

Your Committee are in full sympathy, intensified by their investigation, with those who are suffering from this calamity, and are glad to seek, with any man or set of men, the best means of relieving them.

But they will first consider the past and present relations of Massachusetts to her deaf-mutes.

THE AMERICAN ASYLUM.

The "American Asylum at Hartford for the Education of Deaf-Mutes," is the oldest institution of the kind in the United States. It appears that it was incorporated in May, 1816, by the legislature of Connecticut, by the following Act: "An Act to incorporate the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons."

About sixty persons, male and female, were made "a body politic by the name," (as above,) "and by that name they and their successors shall and may have perpetual succession," &c., &c. "Said asy-

lum may from time to time elect additional members, and may make by-laws respecting the number, qualifications and duties of their officers, the mode of election and admission of members, &c., &c.

In May, 1819, by a Resolve of the Connecticut legislature, the name was changed to the "American Asylum," &c.

To establish the institution, it appears that about twelve thousand dollars, (\$12,000,) was raised by subscription, of which fifty-six hundred, (\$5,600,) was obtained in Massachusetts.

March 3, 1819, Congress made a grant of land to the institution, as appears by the following Act:—

"CHAP. 56. An Act in behalf of the Connecticut Asylum, &c. "Be it enacted, &c. That there be granted to the Connecticut Asylum for the education and instruction of deaf and dumb persons, a township of land, or a tract of land equal thereto, to be located under the direction of the secretary of the treasury, in tracts of not less than four entire sections each, in any of the unlocated lands of the United States to which the Indian title has been extinguished, which land shall be and forever remain to the use of said asylum for the education and instruction of deaf and dumb persons; or if said asylum shall sell said land, which they are authorized to do, the money arising from such sale shall be and remain forever to the same use."

This land realized \$314,000, of which \$75,000 was invested in real estate, the balance in productive funds. The directors voted to expend all and only the income of said funds in deaf-mute education, the principal to remain a sacred trust. The fund has been so managed and remains intact; but by the increase of the value of the real estate, the property of the institution is now estimated at \$500,000.

This income has enabled the directors to reduce the price of tuition and board to about one-half the actual cost.

The rates from 1817 to 1821 were, per annum.....	\$200 00
" " 1822 to 1825 " " "	150 00
" " 1826 to 1834 " " "	115 00
" " 1835 to 1863 " " "	100 00
" for 1864 were.....	125 00
" from 1865 to 1866 were, per annum.....	175 00
with the cost of clothing and school-books in addition.	
Average number of pupils for the first forty years.....	125
For the last ten years.....	225
Present number.....	220
Whole number since 1817.....	1,700

Although the institution was undoubtedly founded for the relief of the deaf and dumb, wherever situate, and although the grant of land by Congress was unlimited in this respect, yet as the original subscription and the original managers were exclusively from New England, it has always been considered a New England Institution.

MASSACHUSETTS PUPILS AT THE ASYLUM.

From sundry Resolves and other public documents, the following information is obtained:—

May 19, 1819, the legislature of Massachusetts passed a Resolve "authorizing the governor to expend \$4,000 per year, for not exceeding four years, for the support at the American Asylum of twenty deaf and dumb pupils, whom, on information of selectmen of towns, he found needing State aid. If more than twenty applied, they would receive aid *pro rata*." This appropriation (\$4,000,) was continued annually till 1840, for about forty pupils.

From 1840 to 1863, inclusive, the annual appropriation was \$6,500. The expenditure averaged about \$7,000 for an average of sixty pupils.

With the increased rates the expenditure—

For 1864 was about	\$11,000 00
" 1865 "	16,000 00
" 1866 "	17,000 00

for an average of ninety pupils.

The appropriation for 1867 is \$16,000.

The expenditure for clothing, &c., for the year ending October 1, 1866, was about \$900. Present number of pupils, 101.

Of the 1,700 pupils at the Asylum since its opening, Massachusetts has contributed 515, of whom 486 received aid from the State.

With the exception of one year, aid was confined to pupils between 14 and 25 years of age until 1843. In that year it was extended to pupils from 8 to 25, and so continues. The term, except in special cases, was limited to four or five years, until 1843 when it was increased to six years, its present length. In 1853 the governor was authorized to extend the term two years to not exceeding six pupils to enter the high class.

MANAGEMENT OF THE ASYLUM.

Your Committee are glad to be able to speak in terms of highest commendation of the American Asylum. The managers have conducted its affairs with wise economy, and have exhibited an earnest desire, by repeated investigations at home and abroad, to introduce the best methods of teaching. This investigation it is believed they will continue, and that they are not so wedded to their present system as to be unwilling to modify it if their own or others' experiments shall encourage them to do so.

Your Committee desire especially to commend the faithfulness and ability of Rev. Collins Stone, principal, and of his predecessor, Mr. W. W. Turner, who was for forty-two years connected with the Asylum.

The teachers are cultivated, patient and faithful; the pupils cheerful and well cared for. The various legislative committees in past years and the board of state charities have uniformly approved of the general management of the institution, the latter differing only in opinion upon the method of teaching.

And the affectionate interest in their alma mater which was exhibited at the hearings by the adult mutes who had been pupils at the asylum, was good evidence of their happy experience there; while their local pride, home influence and social affection have induced them to favor a State institution. Their silence, more eloquent than any uttered word, was not lost upon the Committee.

BOARD OF GOVERNMENT.

As we have stated, when the Asylum was established, citizens of Massachusetts contributed about one-half the funds raised by subscription, and the donors participated in its organization. Of the fifty-two members of the board of government, there were nineteen Massachusetts men. It is a "close corporation," and elects its own members. It now appears that there are no directors from any New England State except Connecticut, and all are from Hartford.

It has been repeatedly said, and correctly, that it is not a Connecticut institution, that it "was established as much by Massachusetts men as Connecticut men." Your Committee believe this, and they believe too that Massachusetts has her original rights, both to its advantages and in its government, cannot lose them, and ought not to have lost the enjoyment of them. But so far as its government is concerned, it is no longer a New England institution. It was originally a "partnership of the six States of New England, each having the same and equal rights, and the same and equal advantages." (*Day, Appendix, page 138.*)

The following quotations from the annual reports of the Asylum will sustain the same idea:—"The directors have made the large fund committed to their care the common property of New England." "The importance of several contiguous States uniting in the support of one school for the deaf and dumb, is essential to its permanent usefulness and prosperity."

Mr. Day, vice-president, stated to the Committee that "Massachu-

etts has an interest of \$200,000 in the property of the Asylum.

Massachusetts does not "patronize" the Asylum; she avails herself of the advantages of an institution in which she has a joint interest. She has always furnished one-third, and now furnishes nearly one-half of its pupils. The present managers feel a confidence in the soundness of their position and management, every one commends their faithfulness, and they would have no fear from unprejudiced men from any locality. They evidently seek only the best interest of the school, and are not so wedded to any policy as to refuse all change.

The representatives of the Asylum before the Committee seemed disposed to recognize this "partnership," and to recommend, at the next annual meeting, the election of directors from each New England State. It seems a matter for surprise, that the places of vice-presidents, and directors from New England, who have been removed by death or other causes, were not filled by men from the same localities, the alleged reason being the non-attendance of non-resident directors.

The people of these States have not, by the lapse of time, changed their relations to the original subscriptions, nor to the original grant, in obtaining which it is fair to presume all the representatives of New England participated. If one vice-president and two directors could be chosen from each New England State, and such others from the vicinity of the institution as convenience demanded, all practical purposes would be accomplished. The new members would come to their position animated by the same desire for the welfare of these "wards" of their several Commonwealths, and with a freshness of interest, which would scarcely fail to result in new vigor.

This return to the original policy of the institution would remove much of the natural sensitiveness as to locality, would conduce to greater harmony and a united confidence, and would make the people of all these States feel that their joint ownership is recognized.

WARDS.

Your Committee find the deaf-mute pupils of the State included among the "dependent class." In this connection they desire to say, that the policy and practice of the Commonwealth is to give every child an education, and attendance upon school is compulsory between certain ages. No exception is made as to his ability or infirmity, and the doors of a school are open in every district to every child. But the teacher, representing the State, finds at the door a deaf-mute child, whom he is incompetent to teach, or to whom he is unable to devote time enough to teach. His heart is full of sympathy, and he says to the child: "God has denied to you the power to acquire our system of education, or rather, has denied to me the ability readily to adapt our system to your infirmity, or to inaugurate and carry out a system fitted to your necessities. But you have a right to an education, nevertheless."

The Commonwealth recognizes this right, but says: "While it is neither economical nor convenient to teach you at home, we must not deny to you the privileges accorded to other children, and will send you to an institution adapted to your necessities;" and so the child becomes a "ward of the Commonwealth." He is a ward, just as much, and no more, than any other child attending a public school. True, it may be said, we "support" the child during his term at the Asylum; but need we do so if we educate him as we do other pupils, at his own door? His parents would then provide for him as they do for their other children. For our convenience, and for economy's sake, we adopt a special course to educate him. The parent pays his portion of the school tax. We deprive him of the society of his child, loved the more because of his infirmity, but we ought not longer to call that child a charity pupil.

With these views, as the care of the Commonwealth over her deaf-mutes seems to be for purposes of education, and not of support, your Committee will recommend that they be hereafter under the supervision of the board of education, who have charge of the educational interests of the State.

This recommendation grows out of the views heretofore indicated, and of the frequent complaint that this class of pupils are now associated in an annual report with the paupers, criminals and charities of the Commonwealth. But we desire most emphatically to state, that we intended by this recommendation no reflection upon the board of state charities, who have hitherto had this care.

We trust we shall never forget what the chairman of that board, Dr. Howe, has done for Massachusetts, for the world, in his devotion to the interests of suffering humanity everywhere. We would not dim the lustre of a noble life by even an apparent criticism. He disclaimed before the Committee any intention of being connected with a new institution of deaf-mutes if it be established; but in what he has done in this work we believe he has been influenced by the demands of duty, the welfare of the mutes and the best interest of the State.

And we are glad to recognize the constant devotion of the secretary of the board, Mr. Sanborn, to a service which few would undertake, and in which few would find success. His laborious research in the field, not readily accessible, which is now under consideration, deserves especial notice. He will be willing to wait for the future to do justice to what he has done and is doing.

A LONGER TERM.

For hearing and speaking children we provide free primary, grammar, high and normal schools, and while they, in full possession of all their faculties may attend school fifteen years if they choose, we limit the term to six years to the unfortunate deaf-mute.

Because he has a providential infirmity, there seems no reason why he should not enjoy the best opportunities to overcome it. The standard should not be the ability to hear and speak, but the ability to get an education.

The only question the managers at Hartford have needed to consider heretofore has been, If a term of six years only is allowed, between what ages would it be most profitable? and they have decided that to be between eight and fourteen.

We may remark that other States have a longer term, viz: "New York and New Jersey, ten years; Connecticut, eight."—(Chase, Appendix, page 19.)

With these views your Committee will recommend an extension of the term now allowed to deaf-mute pupils aided by the State.

ADDITIONAL APPROPRIATION.

It also appears that the annual appropriation is not large enough to enable the governor and council to meet all the applications of pupils to go to the Asylum—that usually there are several waiting their turn. It seems to your Committee there should be no delay in this matter, and that an additional appropriation should be made at once to provide for present applications, and such a recommendation will be made.

MISS ROGERS' SCHOOL.

If anything would have induced your Committee to become partisans, it would have been the success of Miss H. B. Rogers, who, with her assistant, Miss Byam, has been for a few months conducting a school of six or eight pupils at Chelmsford, teaching only by articulation and lip-reading. She has a native energy, and an enthusiasm for a new work which does not recognize the possibility of failure. A visitor has said: "Her strong faith and her determination to suc-

ceed render what would, under other circumstances, prove the severest drudgery, a labor of love." The attainments of the children in the few months that they have been under her care are surprising and encouraging.

Her success is another proof of a truth which our late war has developed, that woman has more energy, tact, perseverance and capacity than have heretofore been acknowledged.

Nor is it strange that woman should have best success with lessons by the lips. Thousands of men, with every faculty perfect and intensified, have thus learned their happiest and their saddest lessons, and oftenest by a silent expression! And in this connection it may be said, that in the use of the sign language at Hartford, and at the public hearings here, your Committee noticed the greater tact and rapidity exhibited by the female mutes. Nature will have it that woman shall somehow retain and enjoy the privilege of expressing more words in a given time than is vouchsafed to her brethren!

The success attending the teaching of Miss Hubbard, of Boston, and Miss Lippitt, of Providence, by articulation and lip-reading, has been remarkable. Their parents and teachers are entitled to the gratitude of the public for their efforts, which do not seem to have been made solely for their own and their children's happiness and welfare, but that others may be encouraged to make similar endeavors.

PURPOSES AND OPINIONS.

The suggestions and desires of those who favored a change of policy may be gathered from the following extracts:—

"We might have schools established in the Commonwealth in which they (the pupils,) should be prepared to be sent to the school at Hartford, at an age when their parents would allow them to go so far from home." (Dr. Howe, page 5.)

"Leaving those now at Hartford to go on with their instruction there." "That at the end of the current year, (May or June,) the governor be authorized to employ suitable persons and establish suitable places for the instruction of our deaf-mutes at home."—(Same, page 13)

"After I had trained the child to a perfect knowledge of articulation, then I would give him the means of addressing people at a distance."—(Same, page 48.)

"I have always maintained, though I am, to some extent, a friend to the teaching of articulation, that this question can be decided without the slightest reference to the method of articulation, so far as there is any controversy about it. Everybody admits, I believe, that articulation, up to a certain point, is useful and even necessary. Mr. Turner and Mr. Stone are willing that a certain number of pupils can and should be taught to articulate. We think that number is larger than they do. But with regard to the other class, the congenital deaf-mutes, although I have a very decided opinion in regard to teaching them articulation, I suppose we should let that question go."—(Sanborn, page 218.)

The views I have been led to adopt are these:—

1. That some deaf-mutes can be taught to articulate who are congenitally deaf; that is, who have never heard.
2. That those who at an early period have lost their faculty of speech can be taught to articulate.
3. That those who preserve some portion of their hearing can also be taught to articulate.
4. That all, without great difficulty, can be taught to read from the lips.—(Hubbard, page 7.)

"Where articulation is taught, the use of signs or of the manual alphabet should be entirely discarded."—(Same, page 7.)

"I would recommend a trial in teaching congenital deaf-mutes. Should want to take a child of a little more than ordinary capacity, or one who had had more than usual opportunities of being taught." (Same, page 9.)

"I would teach deaf-mutes who cannot articulate, the use of the English language by using to a certain extent what they call natural signs." (Same, page 198.)

"What definite, what practical plan do we propose for the education of deaf-mutes? It is this, gentlemen. That you shall give to some gentleman who will make the necessary application, a charter for the purpose of establishing one or more schools in this State for the instruction of deaf-mutes. That charter being granted, we propose to ask that the State shall make the same appropriation to scholars who may desire to go to these schools that they do to those who go to Hartford. We do not wish

o begin on any great scale. We have no objection to having the age limited at first to those from five to ten years. We propose to continue the school now at Chelmsford, where semi-mute and semi-deaf people, and those congenital deaf-mute children whose parents may desire to attempt their instruction in articulation, may be sent. Then we propose to open another school at Boston, where other deaf-mutes may be taught, perhaps by the language of signs, (for we will not object to using any system by which we can teach the deaf-mutes, although I do not myself believe in the language of signs,) but using more the manual alphabet than signs. Then we propose to establish another school, if you please, in Northampton. Beginning in a small, humble way, we wish to see if we cannot teach these semi-mutes, if we cannot, by beginning at the early age of five years, restore articulation to those who have lost it, and fit them for some higher school—fit them, if you please, for Hartford; but, at any rate preserve for these young semi-mutes, their powers of articulation. But I am not wedded to the idea of teaching articulation to deaf-mutes; I doubt very much whether it can be taught to congenital deaf-mutes; but I do believe in teaching these young semi-mutes the English language."—(Same, pages 205-6.)

EXPATRIATION.

1. Your Committee do not fully sympathize with His Excellency in his views of "expatriation." It does not seem to them that we ought to have an extreme sensitiveness about State lines,—nor that the distance to or inconvenience in reaching Hartford much exceeds any point within the State, and if the child is to be taken away from home, a difference of twenty miles more or less is unimportant. Our joint interest in the American Asylum may overcome our local pride, and we may well "count the cost," if not at the sacrifice of the best interests of the pupils. At the same time we agree that, "we must consider not how we can have the cheapest instruction, but how we can have the best."

The facilities and long experience of the Hartford institution ought not to be overlooked, unless greater advantages can be shown from a new public institution than have been made apparent to your Committee.

EARLIER EDUCATION.

2. Your Committee are entirely agreed, that deaf-mutes should have an opportunity for earlier education than is now afforded at the Hartford Asylum. The two youngest classes there now average eleven and twelve and a quarter years. While the managers of that institution believe that home influence is best until a child is eight years of age, we are by no means certain that they would not consent to receive younger pupils, if our State did not limit the term to six years. In the meantime,—

3. "Private Munificence," alluded to in the governor's address, represented by a large-hearted citizen of Northampton, to whom let us be grateful in advance, proposes to establish and endow an institution for deaf-mutes at that place. Your Committee will recommend the incorporation of such a school and such legislation as will give pupils of tender years an opportunity for primary instruction in that or any other school which the governor and council deem suitable for the purpose.

We ought to remark that it is understood that this new school is not committed in advance to either system of deaf-mute education.

4. The school of Miss Rogers, of Chelmsford, herein before named, will be sustained by other men with open hand and purse, and her experiment will be fairly tried. It is proposed that State pupils may be sent to this school by approval of the governor and council.

5. This legislation will presume upon no change of our relations to the American Asylum, either in regard to Massachusetts pupils now there or to any who may apply to be sent there hereafter, nor will it indicate any censure upon its management or opinions upon its system. At the same time it will give an opportunity for earlier education, and partially accomplish some of the other purposes of those who favor a change of policy.

6. Some action appears necessary from the fact that the Asylum now has as many pupils as it can well provide for, or as many as seems desirable in one institution. There will be a natural increase in numbers by increase of population, and the proposed change of limit as to age and length of term, will add considerably to the present number.

SUMMARY.

Your Committee have said that they did not propose to make an extended argument upon methods, but briefly to submit the conclusions to which they have arrived from the evidence submitted and upon which they base their recommendations.

They find—

1. That both the French and German systems have been taught for centuries.

2. That both are taught in all the principal deaf-mute schools in this and other countries, except in Germany and in the London institution, where "articulation" is chiefly relied upon.

3. That the sign language and manual alphabet can be taught to all classes of deaf persons and deaf-mutes, and are the most effectual means of communicating information to a large majority of such persons.

4. The advocates of both systems admit that "articulation" can be taught to some deaf-mutes, but not to all—but differ as to the number. It is a question of proportions. The fact that it has been adopted by so small a portion of the schools throughout the world, seems a strong argument against its exclusive use in any school intended for all classes of deaf-mutes.

Your Committee believe, that to the majority of those congenitally deaf, or who lost their hearing in infancy, it cannot be successfully taught; but that it can be to the majority of semi-mutes and emi-deaf persons.

5. That the ability to articulate is so great a blessing that it ought to be retained or restored, if there be a possibility of doing so, even at the sacrifice of some other advantages. That the earlier the effort is made, the greater the hope of success.

6. That success depends in some measure upon faith in either theory; and that the danger is that the advocates of each will be too much wedded to their favorite method. But that no public school ought to be exclusively devoted to either.

7. That lip reading or lip signs, (it is really but another sign language,) may be taught to nearly all pupils, and there does not seem to be any necessary connection between it and "articulation," nor does it appear why it may not be learned by children entirely incapable of articulation; or be taught with or by the manual system or *vice versa*. A child having learned the ordinary sign for "boy" for instance, or the letters b-o-y, can be taught the lip sign for the same word or for the several letters.

So that while he may be unable to communicate by the lips, either audibly or silently, he may be thus addressed. And to know this language would seem to bring him into nearer relations with all speaking persons than any other, and could be made available in individual conversation, though not in public addresses. It is true there is a want of uniformity in the expression of the same word by the lips of different persons. Your Committee found this strikingly illustrated in their examination of the lip-reading pupils presented to them, for while one member of the Committee could be readily understood by them, another would entirely fail, though uttering the same sentence with equal care.

This is further exemplified in the letter of Rev. Mr. Harlow, a deaf clergyman, who says:—

"In order to 'read on the lips of an individual,' it is necessary that he should speak plainly, deliberately, distinctly, and show an expressive face. Those who wear a full beard, raise their voices to a loud tone, speak with great rapidity, so as to run their words together, are very verbose with long sentences, show little or no movement of the lips, or keep their teeth closed together, are seldom or never understood at all."

8. That the evils of "aggregation in intensifying an infirmity," do not seem great enough to recommend the abandonment of large institutions, or to counterbalance the advantages which they offer.

9. That a small number only can be taught lip-reading by one teacher, and that when learned it can be made available only in a favorable light and at short distances. Your Committee felt that at the several hearings, the deaf-mutes present, if they had been taught lip-reading only, could not have obtained any clear idea of the proceedings, which they were enabled to do, by the manual signs of Prof. Bartlett, who acted as interpreter.

CONCLUSIONS.

Your Committee recommend the passage of the accompanying Bills, which provide—

1. For the incorporation of an institution for deaf-mutes at Northampton.

2. For primary instruction of younger pupils than are now received at the American Asylum.

3. For a longer term of instruction than has heretofore been allowed to pupils aided by the State.

4. For an additional appropriation to enable the governor to answer the existing applications of pupils requiring State aid.

5. For the supervision by the board of education of all deaf-mute pupils aided by the Commonwealth.

All of which is respectfully submitted.

For the Committee,

FRANK B. FAY.

COMMONWEALTH OF MASSACHUSETTS.

In the Year One Thousand Eight Hundred and Sixty-Seven.

AN ACT

To incorporate the Clarke Institution for Deaf-Mutes.

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same as follows:

SECT. 1. Osmyn Baker, William Allen, junior, Lewis J. Dudley, Julius H. Seelye, George Walker, Gardiner G. Hubbard, Theodore Lyman, Horatio G. Knight, Joseph A. Pond, William Claffin, James B. Congdon, Thomas Talbot, their associates and successors, are hereby made a corporation by the name of the Clarke Institution for Deaf-Mutes, at Northampton, with authority to establish classes of instruction for deaf persons and deaf-mutes in two other suitable localities in this Commonwealth; with all the powers and privileges, and subject to all the duties, restrictions and liabilities set forth in all general statutes which now are or hereafter may be in force in relation to such corporations.

SECT. 2. Said corporation may hold, for the purposes aforesaid, real and personal estate, not exceeding in value two hundred thousand dollars.

SECT. 3. This act shall take effect upon its passage.

COMMONWEALTH OF MASSACHUSETTS.

In the Year One Thousand Eight Hundred and Sixty-Seven.

AN ACT

Concerning the Education of Deaf-Mutes.

Be it enacted by the Senate and House of Representatives, in Gen-

eral Court assembled, and by the authority of the same, as follows:

SECT. 1. The governor, with the approval of the board of education, is hereby authorized to send such deaf-mutes or deaf children between five and ten years of age, as he may deem fit subjects for instruction at the expense of the Commonwealth, to the Clarke Institution for Deaf-Mutes at Northampton, or to such schools or classes as now are or may hereafter be established for the education of deaf-mutes in this Commonwealth.

SECT. 2. The governor is hereby authorized to draw his warrant for such sums as may be necessary to provide for the instruction and support of the pupils named in the preceding section, not exceeding for each pupil, the amount which is now or may hereafter be paid by the Commonwealth, for the education and support of deaf-mutes at the American Asylum at Hartford.

SECT. 3. The education of all deaf-mutes who are now receiving or may hereafter receive instruction at the expense of the Commonwealth, shall be subject to the direction and supervision of the board of education, and said board shall set forth in their annual report the number of pupils so instructed, the cost of their instruction and support, the way in which the money appropriated by the state has been expended, and such other information as said board may deem important to be laid before the legislature.

SECT. 4. The governor is hereby authorized to extend to ten years the term of instruction now granted to deaf-mutes educated at the expense of the Commonwealth.

SECT. 5. The sum of three thousand dollars is hereby appropriated for the education of deaf-mutes in addition to the amount heretofore appropriated, to be paid from the treasury of the Commonwealth.

SECT. 6. All acts and parts of acts inconsistent herewith, are hereby repealed.

SECT. 7. This act shall take effect upon its passage.

THE WORLD is only wicked and weary to those who are sated with its delights, or who are incapable of appreciating them. The material world itself sets such an example of brightness and cheerfulness that it is quite wonderful how any one can for a moment imagine that weariness could possibly be one of its attributes. The year dies in the gloom and bitterness of Winter, but the fresh and young beauties of Nature revive again in the spring. Nature is perpetually renewing her charms and multiplying her gifts. If man could only renew his life in like manner, he might live forever without weariness, and find the world, even this so-called wicked world, a Paradise to all eternity. The sun is always shining, the flowers are always blooming, the birds are always singing, the golden grain is always waving somewhere in this wicked world.

—
TURKISH PROVERBS.—A small stone often makes a great noise. A foolish friend is, at times, a greater annoyance than a wise enemy. You'll not sweeten your mouth by saying "honey". If a man would live in peace, he should be blind, deaf and dumb. Do good and throw it into the sea, if the fish know not, the Lord will. Who fears God need not fear man. If thy foe be as small as a gnat, fancy him as large as an elephant. A man who weeps for every one will soon lose his eyesight. More is learned from conversation than books. A friend is of more worth than a kinsman. He rides seldom who never rides any but a borrowed horse.

—
BENEFIT OF SNUFF.—In the town of Hooksett, N. H., a short time since, a child in its play got a bean lodged in its nose. Its grand-mother, who is deaf and dumb, insisted that snuff should be applied to its nasal organ; it was administered accordingly, a finger at the same time being pressed on its nose near the eye, and as soon as the child sneezed, the bean flew out. Every mother should clip this paragraph out and keep both it and snuff in a handy place.



FARMER'S COLUMN FOR JULY.

ERRATUM.

The reader who knows anything about farming must have been surprised at the remark in my column for June, to the effect that a cultivator was not suitable for corn on *strong* ground. I wrote *stony* ground. I live too far from Boston to correct proofs, and try to endure the printers' mistakes patiently; but this one would provoke old Job himself.

HAY MAKING.

The hay crop is one of the most important in the Northern States, in New England perhaps the most important of all. Massachusetts raises more tons of hay than bushels of wheat and rye together, and more than one ton to each three bushels of corn. The best part of the crop must be gathered this month, and laborers, being now in extra demand, always expect extra wages. Hence it is very important to get the most you can from your meadows and from the labor bestowed on the cutting and curing of the hay. To make the most, you must evidently cut your grass when it is at the best, and cure it in a way to preserve all its value. If you cut it either too early or too late, or let it lie on the ground till it loses its sweetness or nutritious qualities, you will lose half its value, more or less, sometimes more than half.

Last year hay was short, and the winter and spring just past it ruled so high in the market, (as much as fifty dollars per ton near New York,) that many farmers found their cattle hardly worth in May more than the hay they ate if it had been saved, would have then sold for. Such facts show how important it is to get all the fodder you can, and in the best condition. One ton of fodder well cured will go farther than two in bad order. The experience of the past winter is not very likely to be soon repeated; but it shows how much can be saved or gained by a careful farmer.

To make good hay, the first requisite of course, is a good kind of grass. Even an indifferent kind, however will make pretty good fodder if rightly managed.

The next point is to cut it at the right time. For most kinds of grass this is just after it is in full blossom. If you leave it for the seed to ripen, the stalks and leaves dry up, and become no better than straw, often not as good. Timothy is said to be most nutritious when the seed has formed, but even of that, if left too long, the stalks become too hard and tough.

As this best time of cutting varies with different grasses, and is earlier on dry than on wet ground, you will begin to mow first those pieces of grass that first come into blossom. Of course the best will pay best for attention to cut it more exactly at the right time.

The third point is not to leave the hay too long in the sun. What is mowed in the morning should be turned over at noon, and raked into cocks the same afternoon. It should be left to sweat in the cocks about two days, then opened a little an hour or two before you put it in the barn. Every farmer knows that if put in the mow too green, the hay will heat and spoil, and it is equally true that if dried too much, it becomes tough, unpalatable, and innutritious.

A fourth point, (which ought to have been named third,) is to watch the signs of the weather, so as not to have the bad luck almost every farmer can remember, of hiring an extra force, cutting off several acres, including all the best timothy, and then being obliged to let the whole lie in the rain several days, before you can get sun enough to dry the rain out of it. It is often better to begin mowing on a rainy day than on a sultry day, for sultry weather is often a sign of rain. Still there is, in the Northern States, seldom any lack of warm sun-shiny days in July, especially during the first two weeks of July. To be on the safe side, however, I would advise never to cut all your best grass at one time, and only to mow as much in one day as you can easily rake up the same afternoon. The use of a horse rake, which every farmer ought to have, will often enable you to save your hay from a coming shower, and if you have a dozen or

twenty hay caps, (made of old wagon covers, or the like,) you can put them over your cocks, and smile serenely at torrents of rain.

If you are able, get a mowing machine. If you are not rich enough for that, or your meadows (tell it not in Gath!) are too rough, mow yourself, you and your boys, early in the morning while the dew is on. If you are obliged to hire help, it is usually cheaper to hire a machine than to hire a man to mow. And the machine has the farther advantage that it will cut off several acres in the middle of the forenoon, when the grass is not wet, and leave it spread in such a way as to save the labor of turning it. Thus it can be raked up with the horse rake, the same afternoon, often saving in the mowing, spreading and raking, one half of the expense, besides enabling you to get your grass cut more nearly at the right time.

TURNIPS.

The old saying is:

On the Twenty-fifth day of July,
Sow your turnips wet or dry.

If your land is good, not too clayey, and well manured, you can have a good crop of turnips (the large white turnip) by sowing a little seed between the rows of corn and potatoes at the last plowing and hoeing.

BUCKWHEAT.

The best time to sow this favorite grain is all through July. Some sow the last of July, as this grain does not like heat and drouths. But when sowed late, there is more danger of the crop being cut off by early frosts. I would sow before the middle of July. Half bushel seed per acre is enough.

The effect of Guano and Superphosphate of lime are very evident both in turnips and buckwheat. About 200 lbs per acre harrowed in with the seed, will cause a fine growth on very poor land. Of course this way of cropping will not improve the land.

J. R. B.

On the afternoon of June 15th, as we learn from the Washington D. C. *Sunday Chronicle*, the "American Cricket Nine" and the "Columbia" played an interesting and exciting match on the grounds of the latter, north of the Capitol. The Columbia nine was selected from the students of the Deaf and Dumb College, and played a strong game against the cricketers. Their fielding was superb. In fact, every fly ball sent near them was caught. The Americans played in their usual style. After the game the Americans were sumptuously entertained at the college. The score stood as follows: American 33, Columbia 28.

A haunted house in Saginaw, Michigan, from which the ghost had driven several families who attempted to occupy it during the last three years, by irrepressible noises, has been taken possession of by a deaf man, and the spirits will have to resort to some other means than noise to rout him. The result is anxiously looked for by believers in the marvellous.

A train on the Hudson River railroad ran against a man, near Catskill, breaking three of his ribs and injuring him internally. He was carried to Hudson on the same train and died at the depot a few hours afterwards. Nothing on his person indicated his name or residence. Three memorandum books were in his pocket, from which it appeared that he was a vagrant beggar, deaf and dumb, and had lost the use of both hands by a stroke of lightning.

A Pupil of the New York Institution for the Deaf and Dumb, during vacation, last summer, while strolling about Fort Erie, C. W., was arrested on suspicion of being a Fenian, as he wore a green badge on his vest which, on examination, proved to be one given him for exemplary conduct at school. It bore the words "Legion of Honor." Of course, he was set at liberty, having first been treated to a glass of ale.

At a monthly meeting of the Directors of the New York Institution for the Deaf and Dumb, held at Fanwood, on Tuesday, June 11, an election took place for a new principal, to succeed the present incumbent on the first of Sept. next. Prof. I. L. Peet, the efficient instructor of the High Class, was elected. Prof. Peet has been intimately connected with the instruction of deaf mutes for the last twenty-two years, and the Directors could not probably have made a better choice.

EDITORIAL.



In our last issue, we said, in promising to print the report of the Special Legislative Committee in full, that we should add thereto the arguments of Messrs. Smith and Carlin; we find, after a careful perusal of the articles in question, that if we insert them, we must in justice to all, and to the case itself, also give the arguments of other gentlemen an insertion. This we have not room to do, and besides the report of the committee embodies all the important points on both sides; and any one who reads that will get a very clear idea of the conclusions arrived at and of the ideas of the different interested parties. We therefore leave the arguments of Messrs. Smith and Carlin out entirely. The Appendix, to which reference is often made in the Report, contains a full and complete report of all that was said and done during the various hearings given by the Committee, and also letters from various parties which were sent to the Committee after they had closed the hearings. It occupies 236 pages, and is very interesting for one who has time and patience to go through it.

The Report takes up more room in the *GAZETTE* than we thought it would, and we have been obliged to leave out some interesting articles in consequence, but we think the wide circulation given the Report will be of great benefit, and it will gratify the generally expressed wish to know the result of a movement which has attracted much attention and elicited much comment from the press at large.

We should have replied to Mr. Carlin's letter in this number, and, in fact, had a reply partly written out, but not having room for it we defer it to the August issue, when we hope to set ourselves right with all concerned. We will only say here, that we did not intend to place Mr. Carlin in a "ridiculous position," and do not see that we have done so.

We commend the letter of OUTIS, from Washington, to an attentive perusal from our readers.

The article in this paper on a "A Thorough Knowledge of the English Idiom," was written by CROSS, one of the two students who were drowned, and bears the marks of intellect and an aspiring mind. The eulogium of OUTIS on him is evidently appropriate and true.

Of Mr. PHELPS, we will only add, to what is elsewhere said, that we knew him well at Hartford during our school years, and have met him elsewhere since, and that he was well worthy of all that is said of him. We tender our personal sympathy to those whom his death has bereaved, and feel that it makes a vacancy in the ranks of the deaf and dumb which will be felt wherever he was known.

The "Boston Deaf Mute Christian Association" has received from Geo. Kent, Esq., of Amherst, N. H., a valuable donation of books for its library, among which are "D'Aubigne's History of the Reformation" and a large, well illustrated and somewhat curious old

work on Geography. The library begins to look like a fact, and measures will be taken to give the members of the Association the use of the books at such times and seasons as may seem most beneficial.

On the occasion of the recent visit of the President to Boston, the deaf and dumb turned out with the rest of the crowd, not generally, as one of them expressed it, "from any particular love for Andrew Johnson or his antecedents, but from a natural and commendable desire to see the President of the United States; the Head of the Nation.

Massachusetts at last has spoken. One of the last acts of her late Legislature was to pass an act of Incorporation of the "Clarke Institution for Deaf-Mutes" to be located at Northampton. The Report of the Special Committee may be found in another column, the careful perusal of which is solicited of our readers. It is a calm, impartial document. It pays a well deserved compliment to "old Hartford" at the same time it gives Miss Rogers' articulation school no mean share of similar praise.

No different result could have been expected from the Committee.

The deaf-mutes of this State are no longer to be a "special class" to be gathered into large Institutions, but they are to be classed with ordinary people and are accordingly put under the supervision of the Board of Education of the State, for it was maintained that this was purely an educational matter.

The deaf-mutes of the State are highly jubilant at the result.

They are loud in their praise of the Board of State Charities, to whom they feel they are indebted in the main for this result.

Mr. Smith, whom Dr. Howe and other movers in the matter doubtless found a very valuable assistant and earnest co-laborer, has also been indefatigable in his exertions, taking refusal after refusal only as spurs to his final triumph.

He predicts an institution in each New England State before many years and the Hartford Asylum changed to a college.

An Act establishing and incorporating the "Deaf and Dumb Institution of the State of Maryland," was passed by the late Legislature in the latter part of last March. This Act appropriates twenty-five thousand dollars towards the construction of a suitable edifice and an annual endowment of five thousand dollars to the support of the Institution. It also sets apart the Barrack grounds, owned by the State, for the use of said Institution, at Frederick City, and the barrack buildings thereon, which were occupied during the war as a General Hospital. We understand that those who have the management of this humane object, propose to use the barracks for the present, which will accommodate such subjects as may offer for some time to come. The place selected as the site of the Institution, is a very pleasant one, which for healthfulness, eligibility, and beauty of surrounding scenery, possesses advantages superior to any place in Maryland.

The "Ninth Annual Report of the Institution for the Deaf and Dumb, at Halifax, Nova Scotia, is before us.

Health and comfort have reigned through another year. The liberality of the Legislature and the benefactions of friends have met all temporal wants. It is a matter of regret that parents and friends are so backward in sending their deaf and dumb children to the Institution, and it is desirable that all who have such children should arrive at an appreciation of the great benefits to be derived by them from the school.

The Institution has received during the past year from a well-known merchant, once of Halifax, but within a few years of his death, a resident of London, England, the munificent bequest of twenty

thousand dollars, the same to be securely invested, and the interest to be applied to the support of the Institution.

No deaths have occurred, and no case of serious illness.

Number of pupils at date of report, 38; 21 boys and 17 girls 32 boarders and 6 day pupils. Whole number in attendance during the year, 47. Ages of pupils vary from 32 to 5; average, between 15 and 16.

The boys are employed out of school in attending to the garden, sawing wood, repairing the fences, and other out-door work. The girls do a large part of the household work, and are taught to make themselves useful in various ways.

The report contains an account of a tour made by Mr. Hutton through the Province with some pupils, for the purpose of awakening interest in and proving the merits of the instruction of the deaf and dumb; a number of very creditable compositions on various subjects by the pupils; a list of subscriptions and donations for the year, and an article adopted from the 42nd report of the Ky. Institution, in regard to the instruction of deaf-mutes before and after having been at school, from which we copy the following as appropriate, timely, and true:

"After a pupil has finished his course at the institution, whether he shall continue to make advancement in knowledge, and the use of language, will depend very greatly upon the course his friends pursue towards him. He should be supplied with suitable books, simple and easy in style; and if illustrated with pictures, the better, and encouraged to read them. His friends should communicate with him chiefly by writing, or by using the alphabet on the hand. His errors should be corrected, and it would often be easy, by signs or definitions, to make him understand words or phrases, with which he may not be acquainted. If such a course is patiently pursued his further progress, in a few years, will be considerable. In communicating with mutes by writing, it must be remembered that words erroneously spelled are no longer to the eye the same, however identical in sounds. They often fail to understand a communication on this account. The fault is in the ignorance and bad spelling of their friends."

We are in receipt of a pamphlet entitled "Classes and studies of the Kentucky Institution for the deaf and dumb, for the session of 1865—6. It contains the Annual Catalogue of pupils, divided into classes, of which there are five, under as many different instructors. Opposite each name is a table showing, in figures, the standing of the owner in Application, Improvement and Behavior, and under each class is a list of the studies pursued by its members.

It is thought that the publication of these tables of the standing in improvement and character of the pupils has a good effect on them, both in the way of stimulus and restraint. It appears to us that a plan of this kind, if impartially carried out, might be adopted in other Institutions with good results.

The number of pupils is seventy-two. The book contains an engraving of the Female Department of the Institution, and we must say it is a very handsome building, with, as we should judge, a very pleasant location.

AN IMPORTANT THOUGHT.—Years ago the pupils in one of the younger classes at the N. Y. Institution for the deaf and dumb were requested by their teacher to write the names of all the objects they could see or think of *in the school room*.—They applied themselves forthwith very industriously to the task and in a short time had each written upon their slates a list of from seventy-five to one hundred and fifteen words, all of them names of objects within their sight. After finishing their vocabulary of sensible objects, some of them began to try the immaterial, and wrote mind, soul, life, &c. At length one of the little boys, who had been particularly industrious and written a long list, after completely exhausting his stock of words, came to his teacher with a very serious inquisitive look, and asked—"Is not GOD in this room?"

BIBLE QUESTIONS

1. Before what place did the Israelites encamp by the sea?
2. Whom did Moses marry?
3. Where did Abraham return from Egypt to his tent?
4. What prophetess took a timbrel in her hand?
5. What second woman did Abraham marry?
6. Who made the Ark and the Tabernacle furniture?
7. Before what powerful city was Joshua defeated, which he afterwards took?
8. Who are the first hypocrites of whom we read in the Christian Church?

ANSWERS TO BIBLE QUESTIONS IN THE JUNE No.

1. Jonathan and Ahimaaz. II Samuel. XVII: 17 to 20.
2. Shemaiah. I Kings. XII: 22. XIII: 24.
3. Rizpah. II Samuel. XXI: 10.
4. Benaiah. II Samuel. XXIII: 20.
5. Euphrates. Jeremiah, XIII: 4.

Answered by Emma Fisher, Providence, R. I.

Archibald Woodside, Wilkesburg, Alleghany Co., Pa.

John S. Mulnix, Brady's Bend, Armstrong Co., Penn,

HARTFORD May 28 1867.

MR. EDITOR:—As many of your readers have lived or sojourned in this city perhaps you may like a few words.

Our Spring has been backward, Much rain has fallen. The Connecticut river, notwithstanding license laws, has been high for nearly two months. The month of May is dull, sad, weeping for some one who is gone. Sometimes she dries her eyes and smiles and then we all laugh, like dutiful courtiers. May turns a cold shoulder to the canker worms, for which we are grateful. We are planting our gardens with corn, beans, tomatoes, &c., hoping with good care to get all we can eat, though the plots may be of small extent.

There is much to be done now in clearing up &c. June will work herself into a great heat if we are not in order, "Whew! I can't have this litter of last year's leaves! Where are my flowers to sleep, I should like to know? Mortals! what have you been about? Yes, I know that May cried all the time she was here, but that is no excuse for your neglecting to do your work. I don't choose to bring flowers to people who do not take the trouble to get ready to see me."

I should like to tell you all about my friend Carlo, but I have not time to-day. Perhaps I will write again.

Yours very truly.

A. P. L.

GENERAL ITEMS.

At the reception of President Johnson at Raleigh, N. C., the pupils of the Institution for the deaf and dumb in that city paid their respects to him in a body.

At a late excursion of the mutes of the California Institution and their friends, a horse attached to a buggy containing Mr. Henry Frank and Mrs. Griswold, was frightened and ran away. The occupants were both thrown out but were not seriously injured. The buggy was wrecked and the horse sustained severe bruises.

Alexander D. Kelley, a deaf-mute, of Danville, Kentucky, was killed at Wheeling, Va., lately, while walking on the railroad track. He was a printer by trade, and had been working for the *Register* in Wheeling. He had "been on a spree" for a week previously and was probably intoxicated at the time. He told an acquaintance the evening before, "I don't know whether I will be killed or not to-morrow."

Mr. Edward E. Miles, of Syracuse, N. Y., was run away with by his team of horses, on the evening of May 30th, they being frightened by a freight train. The horses dashed away at a fearful rate but Mr. Miles kept his seat and his hold of the reins, and, one of the horses falling down, stopped them, No damage done to either driver or team.

TO CORRESPONDENTS.

A SILENT SPECTATOR.—You have our thanks for papers received. We publish the first, as you will see. The other is too personal, and takes up a question which we do not care to discuss; to say nothing of our ideas being entirely different from yours on the subject. Besides all this, we have not sufficient information on the Washington matter to insert the article in question. Should be glad to hear from you as you propose, and will give you all due consideration.

A. W.—We cannot answer your questions satisfactorily. Many different opinions have been given on them, and after all, they are really unimportant for any great or good end.

J. R. B.—Please notice, in GAZETTE, our true P. O. address. Last one was directed wrong. Are sorry for errors; will try to avoid in future.

J. S. H.—Your letter and documents are received. We will endeavor to procure a copy of the desired pamphlet for you at earliest convenience. We thank you will get it shortly.

WASHINGTON, June 18, 1867.

Mr. Editor:—Death has been busy among us since the date of my last letter. Three have been taken whose places cannot be filled in many sorrowful hearts; three who were respected by all who knew them, and loved by all who were privileged to be intimate with them.

Many will remember Mr. Daniel W. Phelps, an old graduate of Hartford, and for many years a clerk under the Government in this city. He died on the 28th ult., of typhoid fever, after a short illness of about a week. He had not been in very good health for some time, nevertheless his death was quite unexpected, and created much sorrow among his friends and acquaintances, of whom he had many, both in this city and elsewhere. His fellow-clerks passed a series of resolutions expressing their sorrow for the loss of so many and genial a friend, and so faithful and upright an associate. We all shall miss his handsome face and noble form, his kindly nature and social spirit, and sorrow with his widow for the loss of one who was, indeed, a grace to our community.

But his death was but the forerunner of two others still more sad and harrowing. I refer to those of James Cross and Malachi Hollowell, students of the National Deaf-Mute College, who were drowned on the morning of June 1st, in the East Branch of the Potomac at the end of Pennsylvania avenue and near the piles of the old bridge burnt by the British in the war of 1812. They had gone there with several other students to enjoy the pleasure of swimming, and it is supposed that they exerted themselves too violently, and, becoming exhausted, were drowned. Both were seen to struggle, and those who went to the assistance of Cross succeeded in bringing him to land, but he died before it was reached. Hollowell's body was not found until the afternoon of the next day. The remains were interred on Monday, June 3rd, in Glenwood Cemetery with all the respect and honor their sorrowing fellow-students could show to them.

By this unfortunate occurrence the college is deprived of two of its most promising young men. Cross was a member of the Sophomore class, and had been here over two years. He was 25 years of age, and a native of Alleghany City, Penn. He graduated from the Philadelphia Institution in the year 1861, and was what is called a congenital deaf-mute, and the only one in the Sophomore class, which is now reduced to three. He was remarkable for his diligent and untiring application to his studies, his thoroughness therein, and the possession of many of the qualities that make a man of firm and decided character. I saw Mr. Noyes, at one time his teacher in Phil-

adelphia, at the convention in Hartford last summer, and he told me that when Cross was a little boy at school he used to carry his primer around in his pocket and when there was any pause in the sports he was engaged in he would pull out his book and make the most of the time by studying. This propensity for saving time was one of his characteristics and often led him to encroach upon the hours nature demanded for repose. The mute community may not know it, but they have lost one who could not fail but be useful to it. The ranks of the class of '69, which were before little more than sufficient to bear the first fruits and fame of the college before all the world, are now sadly weakened. His class-mates feel his death most of all. The vacant seat at the table; in the class room; in the chapel, remind them of the comrade they bore to his long home only two weeks ago. One earnest face is missing from among their number. One eager spirit has gone to its Maker, and mingles no more with them in friendly greeting.

Hollowell came at the commencement of the present term and was an unusually bright scholar. The faculty had high hopes of his talents and are sadly disappointed by his death. He was a semi-mute, nineteen years of age, and a native of Hutsonville, Ill. He graduated at the Illinois Institution last year. At the time of his death he was a member of the Preparatory Class, and would have entered the college in the fall. He was not as well known as Cross, still none knew him but to respect him, and the loss of his genial and christian character leaves a void in his class and in the college hard, indeed, to fill.

The institution in this city is a national institution, and the deaf-mute children of soldiers and sailors in the army and navy of the United States are educated here free of charge, as are also the mute children of the District. Hitherto, Maryland has found it more advantageous to send her children here than to educate them within her own borders, and every convenience has been provided for their continued instruction in this institution by an enlargement of the buildings and improvements in the water and lighting facilities. And while her children are here the Maryland people take unwonted interest in them, and send large delegations once or twice a year to see how they are getting on. The Baltimore City Council paid the institution a visit not long ago, and went away very much pleased and edified by the many good things they saw and *tasted*; for the Institution makes it a point to give them a good lunch, as it can well afford to do, as the Baltimoreans pay for it when they get home by voting two or three hundreds to so benevolent an Institution. Poor Institutions; copy. You will be sure to open the pockets of rather close corporate bodies if you fill their stomachs first, for you must remember that a good dinner makes even a boa-constrictor amiable.

But, seriously, it is not the dinner which attracts the Maryland people, but genuine kind-heartedness and interest in mutes; and their last visit was productive of fully as much pleasure to the objects of their solicitude as to the visitors themselves. Would that every state took as much care of its mute children as Maryland does.

Mr. Editor; we have seen the Japs! They paid us a visit on the last day of May. There was not much that was wonderful about them except a black eye which the chief Commissioner, Ono Tomogoro, possessed, and which made some wonder if they had prize fights in Japan. They dressed a *l' Amerique*, [in American style] with the exception of Ono and his servant. Ono had a little pigtail; servant ditto. Ono was dressed in silk and carried two swords, one by proxy; that is: his servant carried it for him. They all had an intellectual look and appeared smarter than I ever imagined such out-of-the-way people could. The interpreter was an intelligent young man and

Ono insisted that all which the students wrote should be copied, and took it away with him. Ono is a nobleman of high rank in his own land. (I do not think his rank is measured by the length of his cue and was very dignified. In fact, the only time he was observed to smile was when one of the students related one of his irresistible stories in pantomime. That was too much for him; slowly his mouth relaxed its rigidity, and developed into a broad grin; the face put aside its look of sagacity, and the black eye twinkled with fun.

When interrogated, they said that there were many mutes in Japan, but no steps had been taken for their education. Here then is a field of labor, but the laborers are wanting. May not the College supply them? Who can say?

In closing this letter, I will add an item that may be of interest to some. The "Columbia Base Ball Club" sent a challenge to the "Fanwood Club" of the New York Institution some time ago, to play a match of three games for balls and, perhaps, some higher prize. "Fanwood" has just responded favorably, and it is proposed to have one of the games, the first of the series, come off in New York at the time of the New York Convention. Should this be so, it will add an agreeable and exciting feature to that event. I, for myself, hope it will take place, as it will create great interest and be a bond of union between the two Institutions. Base Ball has already raised mutes in the respect of all who have met the Club of the College. Some have been obliged to confess that mutes can be *men*, through defeat, and others through hard earned victories. If the "Fanwoods" expect to come off victors they must work hard, for the "Columbias" are used to uphill games. OUTIS.

NATIONAL DEAF-MUTE COLLEGE,
WASHINGTON, June 1, 1867.

At a meeting of the students held this evening, the following resolutions in relation to the death of Messrs. Cross and Hollowell, were unanimously adopted after several of the students had made remarks expressive of the high esteem in which their departed companions were held, both on account of their gentlemanly bearing and their application to and faithfulness in their studies.

WHEREAS, God in His infinite wisdom has removed from among us by sudden and violent deaths our fellow students and class-mates, James Cross and Malachi Hollowell, therefore be it

Resolved, That our great respect for the characters of the deceased will not permit the occasion to pass without some expression of our sorrow and regret for the sad calamity which not only deprives us of esteemed friends and companions, but also entails upon the College the loss of two of its most promising young men.

Resolved, That we tender our sympathy to the parents who are, by this sorrowful event, stricken with grief at the death of faithful and loving sons; and that we grieve with them and with all the friends of the deceased.

Resolved, That we wear a badge of mourning for a period of thirty days as an appropriate token of respect to the memory of our dead comrades.

Resolved, That a copy of these resolutions be sent to their respective parents, and that a copy be also furnished to the National Deaf-Mute Gazette for publication.

On behalf of the students,

J. BURTON HOTCHKISS, *Chairman*.
JAMES H. LOGAN, *Secretary*.

For The Gazette.

MR. CARLIN'S REPLY.

FRIEND CHAMBERLAIN:—I am compelled to relieve myself of the ridiculous position in which you have adroitly placed me before the readers of the GAZETTE. I don't know what has induced you to do such a thing. Perhaps it was your desire to measure lances with me. If it be the case, your wish will be duly gratified. So I come to the scratch, with a lance made of the tallest tree in front of the

American Asylum, which permission was graciously given me to fell.

In the May No. of the GAZETTE you said:—"We have attended lectures delivered by Mr. Palette (myself), and know him to use them (the signs) in a splendid manner, and while we have always been much interested and edified by what he has said, yet we confess that if he had held forth his right hand and spelt out his discourse, we should not have been able to endure it five minutes; and even Mr. Palette would give it up in disgust after one good trial, or we are much mistaken." From what you have written I infer that you are in the same category with the advocates of the Language of Signs, urging its continuance in all the institutions as a mode of deaf-mute instruction. I do not deny the fact that I have long used and still use signs in conversing with mutes or delivering lectures, for it is the force of long habit. But with hearing persons and Mr. James Nack, who detests signs most heartily, I seldom used signs, but always spelt on the fingers even in telling long stories. Seeing that thousands of poor mutes have been taught the sign-language, and their habit will keep their arms moving about in all fantastical angles and curves as long as they live; and that most of them are not familiar with many words generally spoken, phrases and complicated sentences, it would appear impertinent of me to spell out my whole discourse before them. The deep interest which I take in their intellectual and moral welfare is shown in my willingness to use signs in lecturing on any subject that may be profitable to their minds.

For one, I would indeed be exceedingly glad to see the sign language thrown to the monkeys and every mute taught to love spelling, writing and *reading books and newspapers*, thus rendering my address to them utterly unnecessary.

And in the June No. you wrote the following: "John Carlin, Esq., of New York, himself a mute, comes out in the *New York Post* in a long letter in favor of teaching deaf-mutes articulation, and appears to have, in his own mind, not the least doubt that had he, although born deaf and consequently dumb, had the benefits of the German system of instruction, he should now be able to hold forth and communicate his ideas by word of mouth, instead of being confined to motions of fingers, arms and hands." I shall best be charitable to say that that erroneous conclusion came from a very hasty and careless perusal you gave my letter in the *Post*; but it is necessary to remove the impression from the minds of your readers that I am for articulation and *nothing else*, by introducing here some quotations from the said letter.

I. "Having studied the various systems of deaf-mute instruction, and moved for years among the mute graduates at home and abroad, I have come to the conclusion that teaching deaf-mutes articulation is a possibility." This is a philosophical deducement from what I have seen among those who have learned to speak. The interesting exhibition of little Mary Hubbard before the Massachusetts Legislative Committee convinced me fully of the possibility of teaching quick-minded mutes articulation.

II. "After careful investigation, I found the German method of teaching articulation so defective in many respects that the mute learners could not have mastered it, though they indeed could speak many words easy of pronunciation. Hence, should articulation ever become one of the principal features of the American system, it would be deemed most advisable to employ some successful professor of elocution to prepare expressly for deaf-mutes a work with such words, phrases and sentences as may facilitate their speaking with tolerable fluency." Here I ask you if there is anything in the language above that would possibly lead to a presumption that I favor the German method, of which the quotation proves my condemnation; and the last sentence pronounces your assumption to be incorrect.

III. "The learners must by all means be made to appreciate the value of such a medium of communication, and therefore study it *con amore*; [with love or pleasure] and the fact that a French friend of mine, deaf from birth, labored most assiduously to master it, and was in a great measure successful, shows the possibility of our mutes both to articulate and to read on the lips creditably." It shows how aware I am of the fact that the fortunate learners of articulation, more especially the semi-mutes who still retain their power of speech after their loss of hearing, have not appreciated its value; have neglected its culture, and have willingly been led to use signs to excess which naturally produces a distaste for speaking. Like the French mute referred to, I am happy to state that I know of at least half a dozen of mute graduates, here and elsewhere in this country, who are making slow but sure progress in speaking and reading on the lips. Among them one, not content with his English, is learning to speak in Spanish.

IV, and lastly. "They, however, cannot be expected to be equal in rapidity and fluency of speech to the hearing speakers, but they will be considerably less insulated from the society of their hearing friends than the mutes who have never been taught articulation." Since we have found the first clause of the above sentence to be literally true, is it possible for me to be a simpleton to "be able to hold forth and communicate his ideas by word of mouth, instead of being confined to motions of fingers, arms and hands" if I had the good fortune to acquire this truly valuable faculty even to a little higher degree than has ever been attempted by any learner? How can I store in my memory many words and idioms, in different languages, which my limited power of speech cannot pronounce, since I find it necessary to repeat their spelling so as to impress them firmly on my mind? Signs cannot do that office, but the manual alphabet can, and therefore I value it far above all. Yet, for the reason given in the last clause, the instruction in articulation is indispensable in all deaf-mute schools, for in fact many graduates, taught by the old method (Sign Language) are losing much of that which they have learned there. Had they been taught to speak even only two hundred words and phrases necessary for their daily use, they would naturally seek to communicate orally with hearing persons. Thus it will be seen that their education would stand unimpaired; and with extra diligence in study, they will improve their written, spoken and digital languages.

J. CARLIN.

New York, June 11, 1867.

For the National Deaf Mute Gazette.

LITTLE ROCK, ARK., May 25, 1867.

I was born and brought up in the East, or "what amounts to the same thing," lived in the West more than three years, and am now basking in the "sunny South." I cannot make a living "down East," unless it be by teaching, which is my profession. To my brother deaf mutes who wish to better their condition, I would say, come West or South, and nineteen instances out of twenty, your most sanguine expectations even will be realized.

A former pupil of mine now man-grown, came all the way from Pennsylvania two years ago, to pay his respects to his old teacher, he said, while I taught school. He has gone to New Mexico, where he can make \$100 a month. He said that in the East he struggled to live at a poor half dying rate.

I understand that a movement is on foot to establish a school in Massachusetts for teaching articulation alone to the deaf and dumb. I admit that among the deaf and dumb of the country there are many semi-mutes who still articulate to that extent that instruction

in articulation would be useful to them; careful attention to the mode of utterance would do something towards preventing those unpleasant guttural tones so generally used by deaf mutes who attempt articulation; but I do not believe in making articulation an exclusive study. Speaking teachers or friends can detect any disagreeable noises which the deaf mute may unconsciously make, and correct them without adopting a system of exclusion.

I, for one, rejoice that a college for deaf mutes has at length been inaugurated at Washington City. Western and Southern Institutions for the deaf and dumb will secure the services of the most talented graduates of this college as teachers, and by this means inaugurate a much better state of affairs than is now the case. The French school is now the best conducted in the world; but, judging from the success which has thus far attended the college, I am disposed to believe that it will soon throw the French school in the shade.

Arkansas has been a State these thirty years, and yet it is far behind the other States in civilization. The people, however, are organizing under the leadership of men of brain and influence, to push forward the car of progress. They are ready to comply with the letter and spirit of the reconstruction act. Their leaders are trying to wrest the control of Southern public opinion from the old politicians who tell them that any acceptance of the terms proposed by Congress is degrading and disgraceful.

Now that slavery is abolished in this State, there is every reason to hope that ere long it will attain to the rank of one of the most prosperous States in the Union. Northwestern Arkansas is filling up with immigration.

We are under military rule. I see that the effect of keeping the Southern States out has been to cause a general prostration in business circles and a paralysis in commercial intercourse. This depression must continue as long as the same state of affairs exists, and will be greater next year in the West; for the demand for its products will be greatly lessened by reason of the South producing this season its own bread and meat to a great extent.

Little Rock, the capital, where by the way I stay for the present, is situated on the Arkansas river. Can city be more beautiful; shrubbery more splendid; ladies more lovely? It is justly called the "city of roses." It has a population of four thousand inhabitants, and the black element largely predominates.

But the climate! Ah! that is the great, enjoyable, beautiful item of Little Rock. Not cold enough for a fire, nor hot enough to dispense with New York winter under-clothes—with a dry air, exhilarating as a New Jersey June, the golden sun every day, and heaven radiant at night. I should esteem myself singularly fortunate if I could locate permanently in this charming city of roses.

There are three daily and two weekly newspapers published in this city. One of the handsomest, the most genial, sensible, shrewd, accomplished of men is Mr. Woodruff, editor of the "Daily Gazette." He is a little hard of hearing—had a personal acquaintance with a number of educated deaf mutes, among them the late Mr. Woodward, of whom mention has been made, previous to the war, and reckons himself a semi-mute, which in reality he is not. He proposed to have a monthly magazine printed in this city, bearing the name of "the Educated Deaf Mute," as a means of advertising a school of deaf mutes, after the fashion of the North Carolina Institution, in which he said a monthly paper, "The Deaf-Mute Casket" was printed.

An Institution for the Blind has recently been established at Philadelphia in this State; and efforts are making to establish one for the Insane.

Gen. Ord has prohibited the Legislature from meeting at this place

in July as they intended to do. A convention is called for to convene in September. The people express an entire willingness to comply with the conditions which Congress imposes; and their compliance with the law must be accepted as evidence of their loyalty of purpose, or an opportunity will be afforded them to throw off their party allegiance without fear of being stigmatized as "rebel sympathizers" or disloyal copperheads.

The money market is tight, quite; and the folks are at a loss to know how to make both ends meet. Thursday, 23d inst., the city bonds in the shape of bank-note paper, were put in circulation. They are engraved in the highest style of art, and printed on the best of bank-note paper. The citizens generally receive them, at par with greenbacks, and find not the slightest difficulty in disposing of them.

The cost of living here is high—higher, in fact, than I have seen elsewhere. There exists an alarming condition of destitution among the old residents of this state, who have been reduced to abject poverty by the war.

The papers of this city are beginning to sound a loud trumpet charge in favor of educational enterprises. A new High School building is now in course of construction, which will doubtless be the means of giving a new impulse to the educational interests of the city. The march of improvement is onward and upward, and may we be as well-educated as the denizens of Yankeeeland.

JOE, THE JERSEY MUTE.

For The National Deaf Mute Gazette.

MORE ABOUT J. WOODWARD.

I called on William Woolford, Esq., of the "*Arkansas Weekly News*," on Saturday morning, 25th inst., for the purpose of setting up a little communication of mine. He spoke of Mr. Woodward; said that it was the unanimous sentiment of the citizens that he (Mr. Woodward) was the best scholar in all Arkansas, and that everything he wrote had the marks of the master hand. He said further that he admired and enjoyed with all his heart his genius.

Mr. Woodward was not one of those lonely ones of the earth whose greatness obliged them to be solitary; on the contrary, he admitted, my friend said, more than any other man; and full of hearty applause and sympathy, won upon friend or stranger by calling him to share his delight and good humor. Far from being of a jealous disposition, he did not "damn with faint praise"—was a merry man, fond of dinner and the bottle; liked to caricature his acquaintances, and my friend told how he drew Gov. Conway with such fidelity to life that he was cheered lustily,

He was once wealthy, but had been reduced to want. He was employed as editor of the "*True Democrat*," in which capacity he made no small figure about town.

He talked a language that even his most intimate friends could hardly understand. His wife, or rather widow, for he is dead, is a perfect lady, my friend says, and has three children.

Mr. Woodward died suddenly, more than a year ago, from bilious fever, at the age of forty-two years. He had prepared a sketch of his life and education but it is not known whether it will be published.

I have somewhere said that he graduated at the French Institute. The French system of instruction is the true system: it is admirably adapted to the capacity of the mute mind, and has produced scores of brilliant scholars, you know. The citizens of Little Rock, who to a man admire Mr. Woodward, are talking of establishing an Institute for the deaf and dumb in this State on the same system of instruction pursued in Paris. Some of them go so far as to pronounce him the centre of a school of editors south. From what I have thus far heard of him, he seems to have been the marked man of all Arkansas during his lifetime.

JOE, THE JERSEY MUTE.

For the Gazette

THE BLIND AND THE MUTE.

All over this vast and magnificent globe, now one way and then another, the strides of improvement, though often changing, are ever upward and onward. Perfection, like the horizon which bounds the vision of man, is ever in sight, but ever advancing before his approach. In this age, educational advantages are afforded to all classes of mankind, who are able and willing to receive instruction.

To facilitate the acquisition of knowledge, and skill in music, what wonderful improvement has been made in the construction of musical instruments. By the skilful combination and use of these, the passions are excited, and the sweet harmonies, falling on the ear, thrill the heart, reanimate the desponding soul, and inspire it with new energy to undertake enterprises of difficulty and daring.

There are several classes of unfortunates among mankind who are receiving instruction in civilized countries. These are educated in Institutions, reared by the charity, and through means furnished by the benevolence of the community.

The miracle of modern years,
The glory of our age,—
The dumb can speak, the deaf one hears,
The blind can read the page.

No more the fast-locked ear shall close
The portals of the mind;
The darkened eye no more oppose
The light that o'er it shined.

And knowledge, free as vital air,
Will know no bar, nor gate;
But pour its treasures richly where
Its longing subjects wait.

The facts of nature and of grace
Will quicken mind and heart;
Man occupy his proper place,
And act his destined part.

But alas! whatever is audible in poetry and music is, to the deaf, mysteriously hidden; as whatever is visible in picture or landscape is to the blind.

But though unfortunate, the one without vision, and the other without perception of significant sound, yet these deprivations, if without remedy, can to a great extent be compensated by the results of patient instruction.

Whatever of poetry, rhythm, and melody enters the soul through the ear, can produce upon the blind its full effect; enlivening their imprisoned spirits, elevating their thoughts, and kindling their emotions. But in all that relates to the poetry of action, grace and harmony of motion, force and delicacy of expression, power and pathos of visible representation, the mute possesses a language, symbolical, yet unsurpassed as a medium of intelligent thought and emotion,

W. M. FRENCH.

For the Gazette.

A THOROUGH KNOWLEDGE OF THE ENGLISH IDIOM.

In our intercourse with the speaking world we find hundreds of thousands of writers utterly unknown to fame, whose style we admire for perspicuity and ease, simplicity and chasteness, elegance and force. They seem to feel instinctively the meaning of the words they use, and are seldom at a loss for a word. They depict sentiment and life in glowing language, where we may see the objects themselves instead of the words; they know how to make us see as they see, and their aim is attained only when we see with their eyes.

The language they speak is their birthright; in it they live and breathe; it is an ornament which they are not ashamed to wear in society; it is, in its literature, a great mine of gold and diamonds. Such persons are masters of the language they speak and write.

As we thus survey the literary world, alas! there is none among our own silent brethren who can pretend to be master of the English language; they are rather novices, having only a very imperfect knowledge thereof. In the sign language they may display their rhetorical accomplishments to the delight of their mute friends; but in the English language, they betray rather a knowledge of mere words than a thorough knowledge of their meaning, and of the manner in which, at all times and under all changing influence, they may be made to express ideas.

In asserting this fact, we refer only to those who have acquired a knowledge of language, at our institutions, under the present system of instruction, and whose experience, I believe, at least will coincide with mine. Nor shall I enter into detail, pointing out the defects of the system of instruction, being content with the hope that the day may not be distant when a thorough knowledge of the English language may be imparted by those who have been thoroughly drilled in that language within the walls of the National Deaf Mute College.

The great lever by which we may rise into intellect is *Thinking*. To use words by rote should be discouraged as much as possible; it strengthens only the memory, leaving the other faculties undeveloped. We should learn to think clearly, deeply, definitely, and accurately, and to reason on the construction and syntax employed. Thus we shall surely improve our style, and become better acquainted with the language.

The advantage semi-mutes generally enjoy over those born deaf is due, in part, to the fact that the former are accustomed to thinking much more, and from this they derive their excellent understanding. Had these semi-mutes committed words to memory without examining their meaning, signification, and import, as most of the mute pupils are apt to do, they would have lost this advantage.

Now it is a great relief to cast our desponding eyes upon the National Deaf-Mute College, where many a youth may find time, undisturbed by care and business, to learn Latin and Greek, to understand English, also to study philology. Partaking of the untold wealth of our language and literature, he will enjoy life as he should, and love mankind the better for it. Such is my hope and desire.

SYZIE.

NOTICE.

The second biennial convention of the Empire-State Association of deaf-mutes will be held at the N. Y. Institution for the Deaf and Dumb, at Fanwood, on Washington Heights, on the 28th and 29th of August, 1867.

The occasion will fortunately coincide with the celebration of the 50th anniversary of the foundation of the Institution, and also with a parting presentation to the venerable Harvey P. Peet, LL. D., who will soon release himself from the responsible duties of its principal on account of advanced age.

An oration will be delivered by Mr. W. W. Angus, of Indianapolis, Ind., and addresses by other gentlemen, both deaf and hearing.

On the third day, August 30th, service will be conducted by the Rev. Dr. Gallaudet, and other clergymen, at 12 o'clock, in St. Ann's Church for Deaf-mutes, on 18th Street, near Fifth Avenue, to be followed by a collation in the basement of the church.

The board of directors of the Institution will be happy to enter-

tain as many graduates of the Institution and members of the Association as the spacious building will accommodate.

No efforts will be spared to procure free return-tickets for those attending the convention, both by railroad and steamboat in New York State. The following committee of arrangements, M. D. Bartlett, of Brooklyn; N. M. Duncan, and D. R. Tillinghast, of N. Y., will make every effort for the comfort and convenience of all those attending the convention.

The above mentioned gentlemen are also a committee to circulate the subscription for Dr. H. P. Peet's present. Mr. Bartlett is chairman of the committee, and to him funds can now be remitted, by mail, or otherwise, directed, Box 91, Brooklyn, N. Y. The committee will be glad to receive the funds as early as possible, to enable them to pre-estimate the value of the proposed present.

It is desirable that Dr. Peet should be the recipient of a gift which he shall prize during his declining years, and which, when he shall have been gathered to his fathers, shall remain to his descendants as a memento of his long-continued and effective labors in the cause of deaf-mute education.

A general invitation is extended to all the friends of Dr. Peet, and of the association, to participate in the exercises of the coming celebration and presentation.

JOHN WITSCHIEF, President.

H. C. RIDER, Secretary.

A CLAP OF THUNDER.

BY DR. FAIRFAX.

I was born deaf. Not hopelessly deaf, so that dumbness was inevitable, but deaf enough to lose many of the sweet sounds of Nature and music, and all conversation except what was addressed especially to me.

I was the only child of wealthy parents, and every pains were taken with my education. I was taught to speak without the nasal tone so often offensive in deaf persons. I was taught the language of the mutes, and more than that I was taught to understand what was said by the motions of the lips. Being naturally quick, I at length acquired such dexterity in this last accomplishment as often to discover what persons were saying at a great distance from me, and thus frequently comprehend most amusing conversations. Hence I made it a point of honor not to repeat anything thus learned, if it were evidently of a confidential nature. In this way, too, I often learned people's real opinion of me. "That's a pretty girl," I would see some one say. "Yes; what nice black eyes; but then her nose turns up rather too much." Again, at a party some stranger would ask a friend of mine: "Who is that young lady?" "That is Miss Agnes Temple." "She is very pretty. She has a lovely complexion." "Yes, but, poor thing, she is deaf." "Deaf! what a pity." "It is, indeed; but she is a great heiress, and so she has plenty of admirers." Such remarks as these, which I caught only too frequently, opened my eyes to what I fancied my true position. I was pretty, no doubt, but then my horrible deafness would entirely prevent any man from loving me; and firmly impressed with this conviction, I was cold and haughty in manner to any suitor who attempted to address me, always believing that he sought me, not from any real affection for me, but only because I was an heiress.

One morning I was intending to go to New York with my mother, to try on some new dresses, just ordered at Madame Violet's, but on coming into the breakfast-room equipped for the journey, papa informed me that mamma was ill with a violent headache. I flew to her room. "Yes, Agnes, I am too sick to go with you. What can we do?" "Oh, I will stay at home and take care of you," said I, untying my hat. "But you will not have your dress for the Beynton's party unless you go to-day." "Perhaps not." "Now I will tell you what I think," said mamma, "you had better go alone. I do not need any attendance; I am always better alone, you know, with these headaches, so, if you are not afraid of the trip, I think you had better go. Violet is always so busy, you had best not give her

an excuse for disappointing you about the dresses." So, after a little more talk, it was decided. Papa saw me on board the cars, and I embarked on my first journey alone.

For a little while I had my seat to myself, and rather enjoyed the feeling of independence and an adventure. Then we stopped at a station; there was a rush of people, and a young gentleman, coming to my place, asked: "Is this seat engaged?" "No, Sir," and I moved to give him a place beside me. He was evidently a gentleman, tall, fair-haired, with a face, I thought, even then, one of the noblest I had ever looked on. Of course, however, I could not converse with a stranger, and I sat with my eyes fixed on my book, till the conductor roused me with his—

"Ticket, mum!" I looked up, then hastily glanced in my lap: neither ticket nor purse were there. I felt in my pocket,—emptiness! I gazed about me in despair. "I put the ticket in my purse," I gasped. But the conductor had passed on impatiently. "Perhaps I can help you find it," said the stranger, politely. I thanked him. We both rose, he searched under the seats, and everywhere near us,—the purse was nowhere to be found.

"When did you have it last?" asked the stranger. "In the depot, Papa bought my ticket, and I put it my porte-monnaie." "And where did you carry the porte-monnaie?" "It was in my pocket. Yes, I am sure I slipped it into my pocket." "Then I am afraid it is gone." "Yes, it must have been stolen. Oh, dear!" I exclaimed, in utter dismay, "That is too bad." Here the conductor returned with his "Ticket, mum," this time rather impatiently given.

"I have lost both my ticket and my purse," I said, "I don't know what I can do." "It is no matter, Miss Temple," said the man, who knew me. I presume, because I was so often on the road; "it's all right." He walked away, and then the stranger turned to me again. "May I ask if the loss of the purse will put you to inconvenience, or if you are expecting to meet friends who can supply you with money?" "I am expecting to meet no one," said I. "I only came down to go to my dress-maker's, but she will no doubt lend me some money." "Then you must permit me either to lend you enough for your fare to her house, or allow me to wait upon you till you are safely there." It was a civility I needed only too much; I could not refuse it, yet I felt very awkwardly to receive such a service from a stranger. "You hesitate," he said, looking earnestly at me, "but here is my card, and if you will permit me to lend you five dollars you can return it to my address as soon as you reach home." The neat pasteboard bore the name of "Mr. Paul Chester," and the service was offered with such perfect delicacy, I could not refuse it, besides, how otherwise could I hire a carriage to transport me to my destination? and to walk was quite out of the question. I could only thank my friend in need warmly and accept the proffered green-back. After this it was, of course, impossible not to talk with him, and very soon discovering that we had many mutual friends, my first shyness for want of a regular introduction wore away, and we were soon conversing like old acquaintances. Sitting near each other as we did in the cars, I not only made out what he said by the motion of his handsome, clear cut lips, but also heard almost always his pleasant-toned voice. Once in the station of New York, however, I could only rely on my eyes to tell his words. Twice it happened that I did not quite catch his meaning, and at last, when a hack-driver spoke to him and he appealed to me, I had to ask: "What does he say?" I saw the surprised look on Mr. Chester's face as he answered, and as I took his arm to go to the carriage I said, "You thought me stupid just now, but to tell you the truth, I am quite deaf. Really, as I made the avowal, I felt more regret and pain from my misfortune than ever before in my life. "Indeed!" he exclaimed, loud enough for me to hear him. "I should never have guessed it." "No, I dare say not; but it is the unfortunate truth. There! I am very much obliged to you for your kindness. Good bye." I went off to my day of shopping with strange, mixed feelings, the handsome eyes of Paul Chester haunting every moment so entirely that it was only a half-expected embodiment of my thoughts to see him waiting for me in the depot.

"I am going with you to Rushton," he said, "if you will allow it. I have a couple of days holiday, and I think I should like to spend them near you." I blushed at the words. This then must be real honest admiration for me, since he could not yet know that I was an

heiress; and full of this thought the journey back was like a ride through fairy land. This was but the beginning of Mr. Chester's devotions to me. He spent the two days in Rushton, and was much at our house, as my parents were grateful to him for his kindness to me. They liked him, too, and as he was in every way unexceptionable, there was no objection to his very pointed attentions. But as soon as I had returned to my old home, and knew that he must have heard that I was wealthy, the old demon of distrust took possession of me. I dared not believe it was real, honest love that looked out of Paul Chester's eyes; yet to suppose him seeking me only for my fortune seemed an insult to him; so I vacillated miserably between hope and fear, until the ever memorable day of the pic-nic.

It was a lovely August day; Paul was spending some weeks in Rushton, as the courts were adjourned and his law business at present dull. It was just after the merry dinner was over, and I, standing a little apart from the rest, saw him approach my intimate friend, sweet Mattie Grey. "You look melancholy," I saw her say to him, as he approached her: "what is the matter?" "Ah, Miss Mattie," he answered, as he flung himself down beside her on the grass, "Agnes drives me wild. Sometimes she is seemingly so glad to see me, that I am almost ready to avow my love; then again she treats me so coldly that I am in despair."

I crouched lower in the shadow, and, shall I confess it? watched them eagerly, breathlessly. "She is haunted with a fear that because she is deaf, no one will really love her," said Mattie. "Is that it? But I think she is the most fascinating woman I ever saw." "She is very lovely; but she is very rich, you know, and it is her horror to be wooed for that only." Paul blushed crimson. "She could not suspect me of that. I am not as rich as she, but I have enough to place me above such a suspicion."

I felt like flinging myself on my knees before the young man whom I had thus outraged and imploring his pardon, but, at this moment, there was a stir in the party, and Mattie sprang up. There was a moment of confusion which I could not understand, and then Paul was at my side. "It is thundering," said he; "it is going to rain. Quick! we must hurry to some shelter." But even as he spoke, the fury broke forth; great drops of rain came down between the swaying branches, the lightning flashed almost continuously, and the thunder, swelling up from a hoarse roar, burst forth in one terrific crash that seemed to tear the heavens open, and reverberate along the frightened earth. At that moment, my senses failed me, I knew nothing more until slowly I came to myself in what seemed thick darkness. Strong arms were around me, a warm breath fanned my cheek, and I heard—yes, heard a low voice uttering sweet words of love. "Agnes, my darling! my pretty one! my love!" and then an audacious kiss was pressed upon my lips. At this I roused myself. "Where am I?" I asked, feebly. "Under some thick pine trees that will keep the rain off for a while," answered Paul, in what seemed to be a fearfully loud voice. "You fainted and I brought you here, as the storm seems abating. "Don't speak quite so loud," I said. "And how can you think the storm abating when the rain is making such a noise?" "Why, it is only a faint dip now," he answered, astonished, "can you hear it?" "Yes," I answered, "I can hear the branches sway, and the wind rustle through them, and the rain fall. Oh! Paul, I can hear anything!" "Then perhaps you can hear me say that I love you," he said, once again clasping me in his arms. Yes, I could hear him, though he spoke in ever so low a tone.

I was cured of my deafness, and I was wildly happy, for I knew that Paul loved me for myself alone.

EDUCATE YOURSELF.—Learn but one simple fact in science or the arts each day, and then count each day's gain by weeks and years; and you will store up an amount of useful knowledge that will surprise you, not only by its amount, but at the ease with which you attain it all. Books, periodicals and papers are cheap and easy to be obtained; and it is your own application that must lay hold of this that is so freely presented to you, and appropriate and apply it to your own use and for your own benefit.

Self interest should never stand in the way of a faithful and conscientious performance of duty.

Dr. S. G. Howe, the well known philanthropist, who went out to carry material aid to the inhabitants of the Island of Crete, now in rebellion against the Turks, and who is regarded as the head and front of the late movement in regard to Massachusetts mutes, has been heard from. He meets with difficulties and discouragements in various shapes, but those who know him will not expect him to give up.

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WASHINGTON, WEBSTER AND GALLAUDET.

By W. M. F.

First with those who freedom won,
Stands the noble Washington ;
Deaf-mutes place the coronet,
On the head of Gallaudet
Among statesman of all lands,
High the lordly Webster stands.

Washington dispersed our foes,
And our freedom's temple rose ;
Webster with his iron hand,
Bade the Constitution stand ;
Gallaudet prepared the way
For mutes from darkness unto day.

The 'Father of his Country' lies
Among the honored, good and wise ;
Webster's majestic form at rest,
Sleeps with his country's loved and best ;
Far more than spire or minaret
Marks the repose of Gallaudet.

One, fortune, life, and honor gave,
His country's dearest rights to save ;
One wielded all his mighty mind,
These restless States in one to bind ;
One consecrated his best days,
Misfortune's lowly ones to raise.

The patriot hero lives in fame,
The high-souled statesman won a name ;
The great philanthropist will rest,
By children of misfortune blessed.

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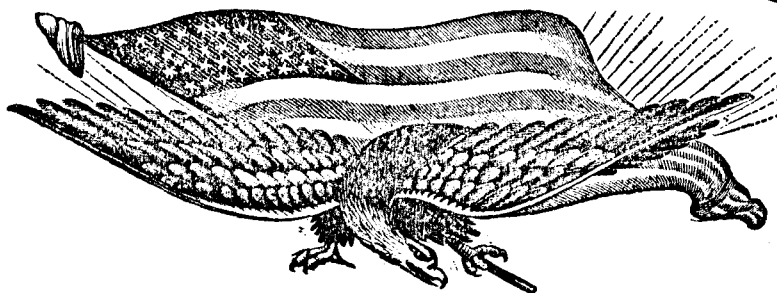
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A MONTHLY JOURNAL FOR ALL.

Vol. 1.

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ABOUT 500 FACTS ABOUT THE DEAF AND DUMB, CONTINUED.

LXIX. THE LOUISIANA COMPLICATIONS.

Mr. Flanders the new governor of Louisiana is much embarrassed by the emptiness of the state treasury. Capitalists will not loan the state money for current expenses in the present disorder and as taxes are payable in state notes which cannot be re-issued, there is no prospect of funds for months to come. Gov. Flanders has been notified that unless immediate provision is made for food the inmates of the deaf and dumb and insane asylums will be turned loose on the community. A like state of affairs exists with regard to the state prisoners. To prove the truth of the facts above mentioned, I have just seen a letter from Mississippi, saying that the Louisiana Institution for the deaf and dumb has closed, there being no money to carry it on any longer and that Mr. Martin, the principal has, in consequence, had to send the pupils home. The principal will probably take charge of the Blind Asylum at Jackson, Miss.

LXX. BROKE HIS HEART.

An old deaf and dumb gentleman, living near Washington City, paid his address to a deaf-mute lady till he asked her parents to let him have her, to which they replied "No." The poor deaf-mute was much disappointed and went home, where he was so much distressed that he broke his heart and died. The two deaf-mutes were uneducated, but were intelligent and could talk as well by signs as if they had attended school. The same lady was a few months ago, taken severely sick and lost her mind. It is, probably, old age which has deprived her of reason.

LXXI. CONSTITUTIONAL GUARANTEES.

A Western Justice, one day, ordered a witness to come up and be sworn. He was informed that the person was deaf and dumb. "I don't care," said the judge passionately, "whether he is or not. Here is the Constitution of the United States before me. It guarantees to every man the right of speech; and so long as I have the honor of a seat on this bench, it shall not be violated or invaded. What the Constitution guarantees to a man, he should have, I reckon."

LXXII. A DEAF AND DUMB BEGGAR.

A lady, whose memory Scotland still cherishes, was equally remarkable for kindness of heart and absence of mind. One day she was accosted by a beggar, whose stout and healthy appearance startled her into a momentary doubt of the needfulness of charity in this instance. "Why," exclaimed the good old lady, "you look well able to work." "Yes" replied the suppliant "but I have been deaf and dumb these seven years." "Poor man, what a heavy affliction," exclaimed the lady, at the same time giving him relief with a liberal hand. On her return home she mentioned the fact, remarking, "what a dreadful thing it was to be so deprived of such precious faculties!" "But how" asked her sister, "did you know that the poor man had been deaf and dumb for seven years?" "Why," was the quiet and unconscious answer "he told me so."

LXXIII. DR. PEET, AND "CHRIST STILLING THE TEMPEST."

In Sept. 1855, about one thousand sabbath school teachers from Massachusetts visited Dr. Peet's school. He introduced one of his pupils, who gave, in the sign language, an account of Christ stilling the tempest. It was the most eloquent speech of the day. What an interesting time the sabbath school teachers must have had!

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